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ABSTRACT

This guide was developed to assist schools in the process of self-evaluation of their foreign language programs in grades seven through twelve. The principal focus is on the teaching and learning process, with an emphasis on the quality of the curriculum, the training, experience and effectiveness of the instructional staff, the quality of the facilities and resources offered, and the degree to which student potential is developed. The sections for evaluation include program objectives, program organization, curriculum offerings, quality of instructional staff, classroom management and instructional methods, pupils' achievement in modern foreign languages and/or Latin, pupil evaluation program, and availability and use of facilities and materials. Respondents to this guide are asked to judge the above areas as being either "strong aspects" or "in need of improvement." There is also a summary section in which respondents may add comments about various aspects of their language programs. (Author/AMH)

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A Guide for the Review of a Program in Foreign Languages (Grades 7 - 12)

The University Of The State Of New York
THE STATE EDUCATION DEPARTMENT
Cooperative Review Service

FOREIGN
LANGUAGES
Revised May 1971

The Cooperative Review Service is a partnership effort of the State Education Department and the local school system. It focuses principal attention on the teaching and learning process, with primary emphasis on the adequacy of the curriculum; the training, experience, and effectiveness of the instructional staff; the quality of library, laboratory, and shop resources; and the extent to which the talents of all pupils are discovered and encouraged. The aim is to raise the quality of instruction and to advance the opportunities available to all pupils for better learning.

Instructions

- This guide should be completed by each foreign language teacher, and by the department chairman.
- Note that items consist of standards and practices that generally characterize good school programs.
- Base your conclusions on the total program in the subject or service area, rather than on a single subject or grade level of the program.
- If you wish to qualify an item, enter an explanatory note in the space after it or at the end of the section. If more space is needed, additional sheets may be used.
- If any important program features are not listed, insert a statement concerning these in the space headed "Comments" at the end of each section.
- At the end of this Guide there is a SUMMARY for indicating strong aspects of the total program, and areas in which improvement is needed. Care in filling out this SUMMARY is especially important in future planning for program improvement.

Name of School: _____

Address: _____

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Definition of Terms Used

Strong Aspect:	Consistently above average. A practice, condition, or item that is recognized as an outstanding feature of the program.
Needs Improvement:	Below average. Obvious weaknesses should be checked in this column.

A GUIDE FOR THE REVIEW

OF A

PROGRAM IN FOREIGN LANGUAGES
(Grades 7 - 12)

Check (✓) the column most applicable to each item. (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Program Objectives		
1. The goals of teaching and learning a modern foreign language are listening, speaking, reading, writing, and cultural insight, with varying stress at different instructional levels as outlined in State syllabi and reflected in State examinations.		
2. The goals of teaching and learning Latin are reading skill, general linguistic knowledge, aesthetic enjoyment, and cultural insight, as outlined in State syllabi and reflected in State examinations		

Comments:

Program Organization		
1. There is districtwide coordination of the entire foreign languages program		
2. In large schools, one person holds responsibility for the effective operation of the department		
3. The program does not offer more modern foreign languages than the school can support, as evidenced by the proportion of advanced courses to intermediate and elementary courses . . .		
4. A second modern foreign language is offered only after a full 4-year sequence in each of the present offerings (presumably including Latin) has been established		
5. A reasonable proportion (the State proportion is in excess of 35 percent) of the total school population is enrolled in foreign languages study.		

Check (√) the column most applicable to each item. (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Program Organization (cont.)		
6. Enrollment in foreign language study is open to all interested pupils.		
7. Commercially available foreign language aptitude tests and achievement tests are used in the administration of the foreign language program		
8. There is flexible ability grouping, with pupils being regrouped as necessary on the basis of performance		
9. The program is kept as administratively simple as possible while heeding the needs, interests, and abilities of the pupils		
10. Each successful pupil enrolled in a Regents course studies one foreign language through the completion of at least three levels		
11. For college-bound pupils, an attempt is made to lengthen the sequence of foreign language study to the completion of four or more levels		
12. For successful college-bound pupils, the study of one modern foreign language is sequential from its starting point through grade 12		
13. Non-Regents foreign language study is continued through the longest possible sequence permitted by individual wishes, capabilities, and general conditions		
14. Successful pupils do not discontinue the study of their first foreign language to begin the study of a second foreign language		
15. Pupils are not forced to discontinue foreign language study through poor scheduling practices.		
16. Flexible scheduling practices are used to enhance the quality of foreign language study and to increase its availability to all interested pupils.		
17. No class is a "catchall" for uninterested or problem pupils.		
18. Grade 7 instruction in continuation of FLES is sequential in every way and continues developing the proficiencies attained by the end of FLES.		

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Program Organization (cont.)		
19. Instruction beginning in grade 7 and continuing in grade 8 is offered daily throughout each academic year.		
20. Guidance counselors are well informed on pertinent aspects of foreign language study (values, goals, techniques of study, availability of study for all interested pupils, ability grouping, sequential study, minimum three-level sequence terminating at end of grade 12 for college-bound pupils)		
21. Each teacher's total schedule of duties is reasonable and leads to maximum instructional effectiveness.		
22. All concerned are aware that a level of language learning is defined in terms of the appropriate Syllabus and not in terms of commercially prepared textual materials.		
23. All concerned are aware that daily instruction throughout each academic year in grades 7 and 8 may result in completion of one level of study in terms of the Syllabus		
24. All concerned are aware that daily instruction provided for average and above-average pupils throughout each academic year in grades 9 through 12 is meant to result in completion of one level of study in terms of the syllabus		
25. Pupils at different levels of foreign language study are not intermixed in one class nor are pupils with significant FLES experience intermixed with beginning pupils in grade 7		
26. Pupils who are native speakers of a given foreign language are placed in classes of appropriate level, regardless of the length of their prior formal study (if any)		
27. Pupils take the Regents examination in their foreign language upon completion of the third level of learning in terms of the syllabus.		
28. All concerned are aware that passing of the Regents examination in a modern foreign language entitles the pupils to three units of Regents credit under Group II (major sequence), regardless of the length of time spent in completion of Level III or in preparation for the Regents examination		

Check (√) the column most applicable to each item. (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Program Organization (cont.)		
29. All concerned are aware that the fourth year of foreign language study leading to a special notation on the Regents diploma must be spent in completion of Level IV (or as part of the Advanced Placement Program), and that this study must take place in an academic year following passing of the Regents examination.		
30. All concerned are aware that, following passing of the Regents examination, a pupil is entitled to one unit of Regents credit for completion of each succeeding level of study in terms of the syllabus or each academic year of study under the Advanced Placement Program		
31. The minimum numerical justification for offering a course beyond the third level does not exceed 10 pupils		

Comments:

Secondary Curriculum Offerings

Language	Enrollment by Level and Section	No. of Class Periods Per Week	No. of Weeks Per Year
Example: German	I(21-25-23)	5	40

Check (√) the column most applicable to each item. (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Secondary Curriculum Offerings (cont.)		
1. An Advanced Placement course is offered to outstanding pupils who have completed a minimum of three levels of study in a given modern foreign language.		
2. All Advanced Placement courses are conducted according to the CEEB Advanced Placement Course Descriptions and appropriate State guides.		
3. All pupils passing the Advanced Placement course take the CEEB advanced Placement Examination according to the organization of the course		
4. Due compensation is made in the workload of teachers who are responsible for Advanced Placement instruction		

Comments:

Check (✓) the column most applicable to each item. (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Quality of Instructional Staff		
1. Foreign language teachers understand, speak, read, and write fluently the language that they teach.		
2. Teachers maintain thorough familiarity with current professional literature and developments in teaching foreign languages.		
3. Teachers are generally familiar with educational problems of children of varied cultural, national, and racial backgrounds.		
4. Teachers have pertinent background information on each pupil		
5. Teachers actively participate in professional meetings, formal study, and intervisitation.		
6. Teachers have spent a minimum of one summer in a country whose language they are teaching		
7. Teachers do not have outside interests which prevent complete and enlightened dedication to daily classroom performance in this school.		

Comments:

Check (√) the column most applicable to each item. (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Classroom Management and Instructional Methods		
1. Unit and lesson plans are devised carefully and well in advance of presentation, and are subject to constant scrutiny by a supervisor for suggestions and by the teacher for possible revision.		
2. Each presentation is carefully planned around identifiable goals and problems which take into account the status of each pupil at a given moment		
3. The presentation of instruction is varied, and the pace is appropriate to the difficulty of the material and the ability of the pupils.		
4. Each presentation allows maximum participation for each pupil.		
5. Pupil-teacher ratio is appropriate		
6. Teachers are skilled in analyzing spoken language and in correcting pupils' errors.		
7. Teachers are skilled in teaching pupils how to read and to write the foreign language		
8. There is little talk in English "about the language"		
9. Out-of-class assignments are carefully explained		
10. Insofar as possible, out-of-class assignments involving audiolingual skills require use of electromechanical equipment, prerecorded tapes, and possibly practice discs		
11. Wherevery possible, opportunities are provided for authentic cultural contacts.		
12. Opportunity for remedial instruction is systematically provided		
13. The goal of cultural study is veiwed as learning to understand how people in the foreign country live: where and how young people are educated, what family life is like, how adults earn a living, what values are considered important, what special contributions that country has made to the arts, etc.		

Comments:

Check (√) the column most applicable to each item. (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Pupils' Achievement (Modern Foreign Languages)		
1. At the end of the first level of learning, pupils can understand aurally all of the dialogs, structure drills, and oral narratives of their basic texts.		
2. At the end of the second level of learning, pupils can aurally comprehend recombined and cultural narratives of some difficulty and are capable of understanding capsulized oral versions of newspaper and magazine articles		
3. At the end of the third level of learning, pupils can aurally comprehend foreign language radio broadcasts, telecasts, and motion picture sound tracks with some lexical and grammatical guidance		
4. At the end of the fourth level of learning, pupils can understand moderately difficult foreign language broadcasts, telecasts, and films, with a minimum of lexical and grammatical problems		
5. At every level of learning, the pupils' pronunciation of the foreign language is authentic, both as to basic sounds and as to other phonological features.		
6. At the end of the first level of learning, pupils have a good stock of basic sentences and expressions which they are able to use orally in familiar situations.		
7. At the end of the second level of learning, pupils have some oral control of the "grammar" of the foreign language and can respond to questions or statements of a conversational nature in the language		
8. At the end of the third level of learning, pupils can converse with some fluency on familiar topics in the foreign language and can discuss their readings orally in the language		
9. At the end of the fourth level of learning, pupils can initiate and sustain conversation in the foreign language, and they can make oral reports in the language on readings of appropriate maturity.		

Check ( ) the column most applicable to each item. (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Pupil Achievement (Modern Foreign Languages) (cont.)		
10. At the end of the first level of learning, pupils can read at and somewhat beyond the degree of their audiolingual skills.		
11. At the end of the second level of learning, pupils have increased the gap between what they control audiolingually and what they readily understand visually		
12. At the end of the third level of learning, pupils have a good degree of skill in reading prose as represented in selected works of fiction and in popular magazines and newspapers.		
13. At the end of the fourth level of learning, pupils can read quite fluently a wide variety of literary and non-literary prose and are able to do considerable reading for the acquisition of knowledge on topics of personal interest.		
14. At the end of the first and second levels of learning, pupils can write accurately in the foreign language what they can say in the foreign language.		
15. At the end of the third level of learning, pupils can also write friendly letters and simple reports in the foreign language.		
16. At the end of the third level of learning, pupils understand how the foreign culture operates as a system and can identify cultural patterns within that system		
17. At the end of the fourth level of learning, pupils can also write reports on readings of reasonable maturity and compositions on topics of crosscultural interest		
18. Pupils are generally successful in taking Regents examinations. The percentage of pupils passing the examinations compares favorably with the State average		

Check (√) the column most applicable to each item. (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Pupil Achievement (Latin)		
1. At every level of learning the pupil's pronunciation of Latin prose and poetry is accurate in terms of the material being studied.		
2. At the end of the first level of learning, pupils have acquired the ability to understand and say simple Latin sentences, but without having made audiolingual control of the language one of their major goals		
3. At the end of the first level of learning, pupils have achieved some skill in direct comprehension of written material as well as in translation of Latin into English.		
4. At the end of the first level of learning, pupils can write Latin from dictation and can write Latin prose involving manipulation of grammatical patterns		
5. At the end of the first level of learning, pupils, by means of reading in English and possibly in Latin, have begun to understand the contributions made by Rome to Western civilization		
6. At the end of the second level of learning, pupils can read Latin prose with a fair degree of direct comprehension		
7. At the end of the second level of instruction, pupils have become competent enough in the language to be able to translate Latin prose of appropriate difficulty into idiomatic English.		
8. At the end of the second level of instruction, pupils' written control of structure has increased commensurately.		
9. At the end of the second level of Latin instruction, pupils have developed their ability to apply knowledge of Latin to an increase of their recognitional vocabulary, in English and possibly in other languages.		
10. At the end of the second level of learning, pupils have achieved an increased knowledge of the Roman world		

Check (√) the column most applicable to each item. (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Pupil Achievement (Latin) (cont.)		
11. On completing the third and fourth levels of instruction: • Pupils have read Latin masterpieces with understanding and appreciation.		
• Pupils can read both prose and poetry aloud in Latin with proper observation of all features of the language		
• Pupils have appreciable direct comprehension without translation.		
12. On completing the third and fourth levels of instruction, pupils are able to translate appropriate Latin passages into free and easy-flowing English		
13. On the completion of the third and fourth levels of learning, the writing competence of the pupils is such as to support their skill in reading or translating from Latin into English		
14. At the end of the third and fourth levels of learning pupils have: • A keener appreciation of the contrasts between Latin and English.		
• Greater command of vocabulary.		
• More accurate understanding of the principles underlying the development of Latin		
15. At the end of the third and fourth levels of Latin instruction, pupils comprehend the Roman background of Western civilization		
16. The percentage of pupils passing the examinations compares favorably with the State average		

Comments:

Check (√) the column most applicable to each item. (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Pupil Evaluation Program		
1. Evaluation is timely and is planned to ensure progressive development of appropriate skills by all pupils.		
2. Teachers are skillful at rating performance on all major aspects of basic skills.		
3. Pupils are rated on performance in all major aspects of basic skills		
4. Grade books have a section for recording progress in all major phases of learning		
5. The program for making and administering local final examinations is departmentwide and supervised		
6. Standardized tests are used to measure pupils' achievement or proficiency at levels where a State-prepared examination is not available.		
7. Passing of the appropriate Regents examination is required for a "major sequence," but not for Regents credit on an elective basis nor for "local credit".		

Comments:

Check (✓) the column most applicable to each item. (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement
Availability and Use of Facilities and Instructional Materials		
1. Course materials are sequential and adequate to meet the objectives of instruction.		
2. Basic course materials are varied (e.g., include prerecorded tapes, discs, films, and filmstrips) according to need		
3. Electromechanical equipment:		
• Is available in sufficient quantity.		
• Meets minimum standards for satisfactory voice reproduction.		
• Has appropriate components clearly geared to tasks which are well understood by all the teachers.		
• Is used with maximum effect for achievement of purposes.		
4. An adequate modern library of basic and current literature on the nature of language, language learning, and language teaching is maintained for use of the teacher.		
5. Varied and stimulating materials for extra course work, which are available to pupils at all levels of study, provide special interest and incentive for self-development beyond minimal requirements		
6. Electronic equipment and suitable accompanying materials are made available to disadvantaged children on a special basis. .		
7. Local, State, and Federal funds are fully utilized as available to provide needed equipment and materials		

Comments:

SUMMARY

Use as many extra pages as needed to indicate:

A. Outstanding aspects, practices, and feature of the foreign languge program.

B. The area(s) of the foreign language program in which most improvement is needed.

SUMMARY (cont.)

C. What is being done to strengthen or improve the aspects of the foreign language program most in need of improvement?

D. Suggestions for further improvement of the program.